20:Ominde I-5 (ca. 1948) 1952
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going age have little to do beyond playing in gangs. It is thus very common to come across gangs of male children engaged in social games. Because girls are occupied with their household duties it is much easier for boys of this age to go to school, causing less family disruption.

With her time for play diminishing, the young girl struggles between work given by her mother and the powerful attraction of the play groups from which her domestic duties tend to exclude her. Therefore if she is to discharge her traditional task of education, a mother must labour to keep her daughter from associating with these groups.

The girls' early training enables them to take on family duties at which boys of the same age would fail, for in their training for responsibility the girls of this age are far in advance of their male counterpart. But the limited time in which the training must be completed has the effect of overloading a girl's school-going period.

The play groups. The activities carried on by girls from six to eleven years old are a continuation of those of the previous age group from two to five, but the play becomes more mature and better organized. The older girl assumes the role of organizer of the play activities of her younger sisters. Thus the activities become more complex and besides those involving the imitation of grinding corn, other articles of food appear such as meat, fish, and leaves to represent vegetables.

During my observations I noticed a tendency amongst young girls at play to give female names to their dolls, which probably indicates that they identify the dolls with themselves. Thus, when I suggested male names for the dolls, they were rejected. In assuming the role of the doll's mother it again seems clear that the girl identifies herself with her own mother.

Girls may also be found playing the part of a mother

[1 i.e. From six to eleven years old.—
ANALYST]